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ABSTRACT

This handbook offers an introduction to a comprehensive array of disability-related careers. The first eight sections examine occupations that involve direct contact with people who have disabilities. The direct service careers are organized according to the particular type of service offered: advocacy, counseling, education, health and medicine, therapy, residential, vocational services, and other direct service careers. Each career description contains information on job duties, career specialties and related positions, employment settings, populations served, salaries, education and credentialing requirements, and additional information sources. The ninth section, "Indirect Service Careers," looks at occupations that involve less intensive contact with people who have disabilities. Appendixes contain minimum education and training requirements and a list of University Affiliated Programs to help in locating college programs in specific fields of interest. (Contains 14 references.) (JDD)

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Making A Difference

Career Opportunities in Disability-Related Fields

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MAKING A DIFFERENCE:
CAREER OPPORTUNITIES IN DISABILITY-RELATED FIELDS

The Arc of Northern Virginia and The Arc of the United States

Project P.I.E.:
Participation, Independence and Empowerment of Youth
through Leadership Development
Jeannie Cummins, Project Coordinator on Youth Leadership

Project P.I.E. is a Project of National Significance
funded by the Administration on Developmental Disabilities
Grant Number 90DD0223

Dec. 1993

The Arc

a national organization on mental retardation

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500 E. Border St.
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Arlington, Texas 76010
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(817) 277-0553 TDD

Additional copies of ***Making a Difference*** can be ordered by contacting:

The Arc
P. O. Box 1047
Arlington, Texas 76004.

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COVER PHOTOGRAPH COURTESY OF THE NATIONAL REHABILITATION HOSPITAL, WASHINGTON, D.C.

FOREWORD

As the movement to develop community-based programs grows, service providers nationwide have identified recruitment and retention of trained, capable staff as a major concern. Employers know it is particularly important to hire staff who uphold the philosophy that people with disabilities are "People First" and that people with disabilities control the choices and decisions around the services in their lives.

This handbook represents the Administration on Developmental Disabilities' commitment to increasing young people's awareness of the broad career options available to them in the field of developmental disabilities. ADD encourages young people with and without disabilities to investigate the diverse career paths in education, human services, science, medicine, law, and engineering.

Making a Difference is a core piece of Project PIE, which is ADD's Project of National Significance. This project aims to promote youth leadership development in self-advocacy, self-determination, and disability rights and awareness. As a strong supporter of the National Service Act, ADD is honored to play a role in cultivating youth leadership and service within the disability rights arena.

ADD welcomes your interest in working with people who have disabilities and invites you to explore the exciting career possibilities within these pages.

Bob Williams
Commissioner, Administration on Developmental Disabilities
U. S. Department of Health and Human Services

* * * * * * * * * * *

The Arc of the United States is delighted to have played a key role in the development and production of this handbook. At the national level, The Arc annually receives hundreds of requests for information about disability-related careers. The Arc and its 1200 local and state chapters also continuously advocate for trained professionals who actively promote self-determination for people with mental retardation and other developmental disabilities

This handbook offers an introduction to a comprehensive array of disability-related careers and stimulates readers to think about their own attitudes towards individuals with disabilities. The Arc hopes you will find this handbook a valuable guide as you take your first steps on a career path in the human services

David Dunn
President, The Arc of the United States

* * * * * * * * * * *

In 1992, The Arc of Northern Virginia was awarded an ADD Project of National Significance to develop youth leaders who are advocates for disability rights nationwide. This grant was the genesis of Project PIE: **P**articipation, **I**ndependence, and **E**mpowerment of Youth through Leadership Development. Project PIE builds leaders with and without disabilities by providing young people opportunities to learn about disability awareness in educational, recreational, and occupational environments.

Based on their leadership experiences, many Project PIE graduates are pursuing careers in human services where they can advocate for disability rights. The Arc of Northern Virginia challenges you to use this handbook as a tool to make a difference in the lives of people with disabilities in your community.

Elaine Joyce
Executive Director, The Arc of Northern Virginia

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ACKNOWLEDGMENTS

This career handbook could not have been created without generous support and assistance from many individuals and organizations. Among our key players are Dr. Sharon Davis and Ann Balson at The Arc, National Headquarters, for their careful editing, valuable suggestions, and steadfast encouragement. Thanks are also extended to the professional associations and organizations who provided information about the careers described in this publication. We are especially indebted to those organizations who contributed photographs that offer a "snapshot" view of practicing professionals in disability-related fields.

The Arc also thanks the Administration on Developmental Disabilities in the Department of Health and Human Services for funding the creation of this handbook. This handbook is part of a larger Administration "Project of National Significance" which aims to build a national cadre of youth who will enter careers in disability-related fields with a fundamental understanding of professional values and ethics essential to practice.

Finally, Jeannie Cummins, Coordinator for Project PIE, deserves special recognition for nurturing the development of this manual from a vision to a living, breathing document. Jeannie's persistence, attention to detail, and energy have been the critical factors in the production of this outstanding work.

Elaine Joyce
Executive Director, The Arc of Northern Virginia

INTRODUCTION

Welcome to a growing family of professions that offers an array of hands-on, stimulating, challenging, and fulfilling work opportunities. Careers in disability-related fields draw people from a variety of backgrounds including science, engineering, education, medicine, religion, law, and human services. Despite their different backgrounds, the professionals in these careers all share a common goal: to help individuals with disabilities achieve independence and equality and participate fully in the community.

There are approximately 43 million people with disabilities in the United States. People with disabilities, according to the Americans with Disabilities Act of 1990, have a physical or mental impairment that affects a major body system or systems. This impairment substantially limits one or more of a person's major life activities, such as seeing, hearing, speaking, breathing, walking, learning, working, or caring for one's self. With proper support and accommodations, however, individuals with disabilities live, work, play, have relationships, and contribute to the community just as individuals without disabilities do.

This handbook is designed to assist you in exploring disability-related careers. The first eight sections examine occupations that involve direct contact with people who have disabilities. The ninth section, "Indirect Service Careers," looks at occupations that involve less intensive contact with people who have disabilities. These careers generally do not require in-depth professional training in disability-related issues. However, a fundamental awareness of and sensitivity to the problems people with disabilities face is still necessary. The last section contains a set of resource materials you can use to obtain specific information about careers in disability-related fields. The list of University Affiliated Programs will be especially helpful in locating college programs in your field of interest.

The direct service careers are organized according to the particular type of service offered: advocacy, counseling, education, health and medicine, therapy, residential, and vocational services. Those careers that do not easily fit into one of these seven categories have been placed in an eighth category called "other direct service careers." Each individual career description contains information about six topics: job duties; career specialties and related positions; employment settings; populations served; salaries; education and credentialing requirements; and additional information sources.

The information on job duties outlines the major responsibilities and tasks professionals have in a given career. In addition to these primary duties, many disability-related careers have positions that concentrate on specialized sub-fields, particular methods of practice, or specific populations served. Other careers may have related para-professional positions. Para-professionals assist professionals by completing routine administrative tasks and providing

basic service delivery to individuals with disabilities. The information on employment settings and population groups served shows where and with whom professionals are most likely to work.

The 1992 salary information for each career will give you a sense of what practitioners in disability-related careers earn annually. These figures represent gross income, before taxes and benefits are deducted. It is important to remember that the salary estimates for any of these careers will vary greatly, depending on an individual's educational background, work experience, certification status, geographic location, employment setting, and degree of specialization in the field. Moreover, these figures must be adjusted yearly to account for increases in the cost of living and inflation. For more accurate income estimations, we suggest you scan the employment section of your local newspaper or contact a local practitioner in the field in which you are interested.

Educational requirements for careers in disability-related professions may range from a high school diploma to a doctoral degree. Regardless of the degree, you should obtain your education through an accredited or approved program. An accredited or approved program is a course of study that meets a particular profession's standards and is approved by an organization which represents the profession. For instance, the Council on Social Work Education sets the standards for and approves college programs in social work.

Many employers require that individuals in disability-related careers obtain professional credentials, which are basic standards of education and training individuals must achieve to ensure that they will deliver competent, safe, effective services. The minimum level of professional credentialing is registration. Registration is a process by which qualified individuals are listed on an official roster maintained by a governmental or non-governmental agency. Licensure is the process by which an agency of the state government permits individuals who meet specific education and training standards to practice a particular occupation and/or to use a particular title. Certification is the process by which a national and/or state professional organization sets education and training standards and grants recognition to individuals who meet these qualifications. In addition to meeting education and training requirements, individuals seeking licensure or certification typically must also undergo a period of supervision by a licensed or certified professional and pass a written, oral, or performance examination.

The type of professional credentialing you need will depend on the career you choose, the state in which you live, and the level of professional advancement you wish to achieve. Although this handbook provides an introductory glance at credentialing requirements for disability-related careers, it is absolutely essential to obtain the specific credentialing requirements for any of these careers from a practicing professional, a college or university program, or a professional organization.

We welcome your interest in disability-related careers and invite you to explore a host of potential career opportunities within this guide. Moreover, we encourage you to seek out volunteer opportunities in your community, so that you might be able to experience firsthand some of the challenges and rewards of a disability-related career. Above all, remember that whatever career you choose, you can make a difference in the lives of people with disabilities...and people with disabilities can make a difference in your life, too!

For information about disabilities, contact:

The Arc
500 E. Border St., Suite 300
Arlington, Texas 76010
(817) 261-6003 TDD: (817) 277-0553

Council for Exceptional Children
1920 Association Dr.
Reston, Virginia 22091
(703) 620-3660

National Center for Youth with Disabilities, Adolescent Health Program
University of Minnesota, Box 721,
UMHC, Harvard St. at East River Rd.
Minneapolis, Minnesota 55455
(800) 333-6293 (612) 626-2825

National Easter Seals Society
230 W. Monroe St., Suite 1800
Chicago, Illinois 60606
(312) 726-6200 TDD: (312) 726-4258

National Information Center for Children and Youth with Disabilities (NICHCY)
P. O. Box 1492
Washington, D.C. 20013
(800) 695-0285 (202) 416-0300

National Information System and Clearinghouse
Center for Developmental Disabilities
University of South Carolina
Benson Bldg., 1st Floor
Columbia, South Carolina 29208
(800) 922-9234
(800) 922-1107 in South Carolina

National Organization on Disability
910 16th St., N.W., Suite 600
Washington, D.C. 20006
(800) 248-ABLE (202) 293-5960.

CAREERS IN ADVOCACY

ATTORNEYS

Career Overview: Attorneys represent individuals in court by presenting arguments that support their clients. They counsel individuals on their legal rights; gather evidence to pursue legal action; and interpret laws and policies for individuals and businesses. Lawyers may also act as guardians, trustees, and conflict mediators. Attorneys who practice disability law are legal advocates for the rights of people with disabilities. They represent individuals who have been discriminated against because of their disability; counsel individuals on their rights as persons with disabilities; advise businesses of their legal obligations to people with disabilities; and serve as legal guardians for persons with disabilities.

Career Specialties and Related Positions: Disability rights attorneys may specialize their practice in specific issues such as estate planning, guardianship, employment, or education for individuals with disabilities and their families.

Employment Settings: private law firms, corporations, law schools, special interest groups, government agencies, legal aid clinics, and client assistance programs.

Populations Served: people with all types of disabilities.

Salary: The starting salary for lawyers in private industry averaged about $47,000 in 1990, while attorneys in the federal government earned starting salaries of $25,000 or $30,000. More experienced lawyers in private industry in 1990 on average earned over $120,000, while lawyers in the federal government averaged around $53,300 annually. Attorneys' academic records, experience, and type, size, and location of employer may affect their income level (Department of Labor, 1992).

Educational and Certification Requirements: Attorneys must complete four years of undergraduate study in liberal arts and three years of law school in an American Bar Association approved program. To practice law, an attorney must be licensed, or admitted to the state bar, by passing a written bar examination. In some areas, it is also necessary to pass a separate written ethics examination.

For More Information, Contact:

American Bar Association, 750 North Lake Shore Dr., Chicago, Illinois 60611 (312) 988-5000

Association of American Law Schools, 1201 Connecticut Ave., Suite 800, Washington, D.C. 20036 (202) 296-8851

Disability Rights and Education Defense Fund, 1633 Q St., N.W., Suite 220, Washington, D.C. 20009 (202) 986-0375 or 2212 Sixth St., Berkeley, California 94710 (510) 644-2555

National Center for Law and the Deaf, 800 Florida Ave., N.E., Washington, D.C. 20002 (202) 651-5373.

CLIENT ASSISTANCE PROGRAM (CAP) REHABILITATION ADVOCATE

Career Overview: A CAP rehabilitation advocate provides clients with disabilities in the rehabilitation system information and referral services; counseling about rights to rehabilitation services; mediation and negotiation with service providers; assistance in filing grievances; and access to legal aid. Advocates also conduct outreach and training activities, write position papers and speak out for policy changes that promote equal opportunity for people with disabilities.

Career Specialties and Related Positions: CAP administrators perform management duties, supervise CAP rehabilitation advocates, and are often accountable to consumer advisory committees and boards. Client Assistance Programs also employ lawyers and paralegals to act as advocates with expertise in legal proceedings.

Employment Settings: CAP programs are housed in a variety of community agencies and government offices.

Populations Served: people with all types of disabilities.

Salary: Starting salaries for CAP rehabilitation advocates and paralegal professionals typically range from $20,000 to $30,000 per year. Starting salaries for CAP administrators and attorneys may range from $25,000 to $35,000 annually, depending on background and work experience (Region VI Rehabilitation Continuing Education Program, 1992).

Educational and Certification Requirements: CAP rehabilitation advocates typically have a master's degree in a rehabilitation field, or a bachelor's degree in rehabilitation or social science and employment experience in the rehabilitation/disability field. Paralegal professionals must complete an undergraduate paralegal program. Educational requirements for CAP administrators vary greatly. Some client assistance programs require a law degree. There are no formal certification requirements for personnel in Client Assistance Programs, yet many CAP employees maintain certification in their respective fields.

For More Information, Contact:

National Association of Protection and Advocacy Systems (NAPAS), 900 Second St. N.E., Suite 211, Washington, D.C. 20002 (202) 408-9514.

PUBLIC POLICY SPECIALISTS

Career Overview: Public policy specialists examine how existing and proposed legislation at the local, state, and/or national levels affects the well-being of a particular group or class of people. They then contact influential public office-holders and urge these policy makers to either support, defeat, amend, or introduce legislation which upholds the interests of the group or class the lobbyist is representing. Public policy specialists also prepare informational materials, distribute news releases, and organize conferences to publicize their viewpoints on various issues. They plan meetings between group or class members and elected officials to respond to the group/class concerns; contact regulatory agencies regarding violations of a group's or class's rights; and testify at public hearings to build support for the group, class, or issue they represent.

Career Specialties and Related Positions: Public policy specialists may choose to

focus their work on a particular disability-related issue or population.

Employment Settings: lobbying organizations, government affairs departments within professional associations, special interest organizations, labor unions, and private companies.

Populations Served: Public policy specialists can represent the interests of any individual, group, or class of people on any issue.

Salary: Inexperienced public policy specialists may start at $6.50 to $8.00 per hour. Beginning public policy specialists in Washington, D.C. earn $12,000 to $80,000. Highly skilled policy specialists may make $250 an hour (Chronicle Guidance, 1989).

Educational and Certification Requirements: There are no standard education or certification requirements for public policy specialists. Some specialists in disability-related issues hold a bachelor's or master's degree in liberal arts, while others have degrees in specific professions such as education, health policy, social work, nursing, or law. Course work in government, political science, history, international affairs, economics, and communications is strongly recommended. Regardless of their degree, employers prefer public policy specialists who have extensive experience in government relations, either through a legislative internship or previous employment, and a solid knowledge of current legislative issues in the field.

For More Information, Contact:

American League of Lobbyists, P.O. Box 30005, Alexandria, Virginia 22310 (703) 960-3011

American Society of Association Executives, 1575 Eye St., N.W., Washington, D.C. 20005-1168 (202) 626-2703

Women in Government Relations, 1029 Vermont Ave., N.W., Suite 510, Washington D.C. 20005-3517 (202) 347-3517.

CAREERS IN COUNSELING

PSYCHOLOGISTS

Career Overview: Psychologists study human behavior and mental processes to understand and explain people's actions. They collect information about a person through interviews, observations, and psychological tests and use this information to diagnose and treat psychological and behavioral problems. Psychologists also counsel individuals and groups; serve on interdisciplinary teams in rehabilitation and education; and conduct research in human learning, development, motivation, awareness, judgment and perception.

Career Specialties and Related Positions: Psychologists usually specialize in a particular field of psychology. Clinical psychologists concentrate on the diagnosis and treatment of people with mental and emotional illnesses. School psychologists evaluate students who may need special education services and recommend appropriate programs. Psychometrists design, conduct, and analyze psychological tests of intelligence, aptitude, achievement, and personality. Developmental psychologists examine people's emotional, mental, physical, and social development. Social psychologists study human relationships to understand individual and group cognitions, emotions, and behaviors.

Experimental psychologists research human learning, thinking, motivation, and perception. Industrial-organizational psychologists apply psychological concepts and methods of treatment to personnel, administration, management, and marketing issues. Educational psychologists create and evaluate techniques and materials to solve problems in training programs. Psychologists may also specialize in teaching, research, therapy, women's issues, work with elderly persons, community service, health issues, or working with certain age groups or persons with specific psychological problems.

Employment Settings: schools, research centers, mental health programs, clinics, residential facilities, public and private rehabilitation centers, state institutions, private offices, industries, businesses, universities, hospitals (in-patient and out-patient), correctional facilities, and government agencies.

Populations Served: people with mental, emotional, cognitive, sensory, and physical disabilities; people who are chemically dependent; people who are experiencing crises or personal problems.

Salary: The starting salary for master's degree entry level employment is $20,000 to $30,000 per year. Generally, the starting salary for doctoral level entry employment is $30,000 per year and higher (Region VI Rehabilitation Continuing Education Program, 1992).

Educational and Certification Requirements: The minimum educational requirement for most professional psychologists is a master's degree in a particular field of psychology, such as clinical, rehabilitation, educational, developmental, or school psychology. A doctoral degree with an emphasis on a particular field, however, is preferred. State certification and licensure is required for psychologists with doctoral degrees to practice independently. Some states allow psychologists with master's degrees to obtain certification and licensure, as long as they are employed and supervised by a licensed psychologist. Many states allow certain agencies such as hospitals, universities, and government agencies to employ non-certified and non-licensed

psychologists; however, these agencies may opt to make certification and licensure a prerequisite for employment.

For More Information, Contact:

American Psychological Association, 750 First St., N.E., Washington D.C. 20002 (202) 336-5500.

REHABILITATION COUNSELORS

Career Overview: Rehabilitation counselors support individuals as they strive to adjust to their disabilities and gain independence. Counselors assess their clients' rehabilitation needs; offer emotional support; connect clients to community resources; coordinate their clients' different services; and work with organizations to eliminate environmental and social barriers for people with disabilities. Rehabilitation counselors also explore career opportunities for people with disabilities and assist them in preparing for and in obtaining employment.

Career Specialties and Related Positions: Rehabilitation counselors may specialize in alcohol and drug rehabilitation counseling, career counseling, clinical mental health counseling, insurance rehabilitation, rehabilitation counseling for people who are blind, or rehabilitation counseling for people who are deaf.

Employment Settings: state vocational rehabilitation agencies, private rehabilitation facilities, hospitals, schools, client assistance programs, sheltered employment facilities, independent living centers, private businesses and industries, residential programs, alcohol and drug programs, insurance companies, correctional centers, mental health clinics, nursing homes, employee assistance programs, residential facilities, vocational schools, and advocacy programs.

Populations Served: people with cognitive, sensory, physical, and emotional disabilities; people who abuse alcohol or other substances; elderly persons; people who have temporarily or permanently disabling injuries.

Salary: The average starting salary in the public sector is estimated at greater than $24,000. Yearly salaries may range from $18,000 to $34,000 (Region VI Rehabilitation Continuing Education Program, 1992).

Educational and Certification Requirements: Rehabilitation counselors require a master's degree in an accredited rehabilitation counseling program. Graduates who wish to work with people who have a particular disability must pursue specialized training related to that disability (such as training in sign language, Braille, or assistive technology). Some states require either registration, certification, or licensure, while others recommend obtaining these credentials. Many states also offer certification for licensed professional counselors. Voluntary certification may be obtained through the Commission on Rehabilitation Counselor Certification or the National Rehabilitation Counseling Association.

For More Information, Contact:

National Rehabilitation Counseling Association, 1910 Association Dr., Suite 206, Reston, Virginia 22091 (703) 620-4404

Association for Education and Rehabilitation of the Blind and Visually Impaired, Suite 320, 206 North Washington St., Alexandria, Virginia 22314 (703) 548-1884

American Rehabilitation Counseling Association, c/o American Association for Counseling and Development, 5999 Stevenson Ave., Alexandria, Virginia 22304 (703) 823-9800

Council on Rehabilitation Education, Inc. P.O. Box 1788, Champaign, Illinois 61824-1788 (217) 333-6688; TDD: (217) 333-4868

The Foundation for Rehabilitation Certification, 1835 Rohlwing Rd., Suite E, Rolling Meadows, Illinois 60008 (708) 394-2104.

Photograph courtesy of the National Rehabilitation Hospital, Washington, D.C.

ADAPTED PHYSICAL EDUCATION INSTRUCTORS

Photograph courtesy of the *Journal of Physical Education and Dance* and Wright State University, Dayton, Ohio.

Career Overview: By adapting physical education activities to the capacities and skills of students with disabilities, adapted physical educators help these students increase their physical and motor fitness, learn team building, and enjoy sports and recreation activities.

Career Specialties and Related Positions: Adapted physical educators may run adapted aquatics programs, conduct "beep ball" baseball programs (for people who are blind), coach adapted sports teams for people with disabilities (e.g., wheelchair basketball), practice sports medicine for people with disabilities, or consult for school districts on adapted physical education.

Employment Settings: schools and community recreation programs.

Populations Served: people with physical, sensory, and/or mental disabilities; individuals recovering from injuries.

Salary Range: Adapted physical educators earn salaries similar to those of school teachers, with variations based upon the level of education achieved. The average entry-level salary for a teacher with a bachelor's degree in 1991 was $21,542 (American Federation of Teachers, 1991).

Educational and Certification Requirements: Adapted physical education instructors may pursue a bachelor's, master's, or doctoral degree in adapted physical education. Federally funded university programs may offer scholarships or stipends. Certification requirements for adapted physical education instructors currently vary from state to state, but national standards are being developed.

For More Information, Contact:

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), 1900 Association Dr., Reston, Virginia 22090 (703) 476-3400

National Clearinghouse for Professions in Special Education, The Council for Exceptional Children, 1920 Association Dr., Reston, Virginia 22091
(703) 620-3660.

EARLY CHILDHOOD EDUCATORS

Career Overview: Early childhood educators work mainly on interdisciplinary teams in which they determine a child's physical and mental strengths and weaknesses, and design a program to address the child's needs. Educators instruct parents in teaching the child self-help, motor, social, cognitive, and language skills at home. They may teach the child preschool subjects such as limited vocabulary sign language and color recognition. Educators also connect families to agencies and groups that provide emotional, financial, medical, and social support.

Career Specialties and Related Positions: Early childhood educators may specialize in serving infants, preschoolers, or children in kindergarten. Alternately, professionals may choose to work with adults who provide services to children. The early childhood educator may hold such titles as early childhood program director, resource and referral specialist, home visitor, consultant, social worker, nutritionist, child development researcher, educational journalist, family services director, university professor, licensing specialist, recreation planner, children's museum curator, family life instructor, and therapist. Para-professional positions in early childhood education also exist.

Employment Settings: neonatal intensive care units in hospitals, children's homes, diagnostic-evaluation centers, pediatric clinics, nursery schools, day care programs, Head Start programs, early intervention classrooms in schools, kindergarten, and primary school classrooms.

Salary Range: information not available.

Educational and Certification Requirements: Education and certification requirements vary substantially among the states and among individual employers. Some states require the "Child Development Associate" credential as the minimum level of competency for practicing in entry level positions. This credential can be earned by participating in a formal training program and gaining experience in the field. The credential does not necessarily require academic training beyond high school. Para-professionals in the field should obtain an associate's degree in child development, while kindergarten and primary teachers generally need a bachelor's degree.

For More Information, Contact:

Council for Early Childhood Professional Recognition, 1341 G St., N.W., Suite 400, Washington, D.C. 20005-3105
(800) 424-4310

National Association for the Education of Young Children, 1509 16th St., N.W., Washington, D.C. 20036 (800) 424-2460
(202) 232-8777

National Clearinghouse for Professions in Special Education, The Council for Exceptional Children, 1920 Association Dr., Reston, Virginia 22091
(703) 264-9477

National Information Center for Children and Youth with Disabilities (NICHCY), P. O. Box 1492, Washington, D.C. 20013
(800) 695-0285 (202) 416-0300.

SPECIAL EDUCATION TEACHERS

Photograph courtesy of the Association for Education and Rehabilitation of the Blind and Visually Impaired.

Career Overview: Special education teachers design and adapt instructional methods and materials to meet student learning needs. These teachers collaborate with psychologists, social workers, speech/language specialists, hearing and vision specialists, physical therapists, occupational therapists, and families to determine each student's strengths and educational needs, and to develop educational programs for each student in academic subjects and activities of daily living. Teachers implement these programs in the classroom and the community, and work with the families to continue these programs at home. Currently, special education teachers are moving toward teaching students with disabilities in the regular classroom settings. These teachers coordinate lessons with other teachers and provide individualized support to students with disabilities within the same classroom as students without disabilities.

Career Specialties and Related Positions: Teachers often specialize in techniques for educating persons with particular disabilities, such as learning disabilities, mental retardation, autism, hearing impairments, physical disabilities, or emotional disabilities. Teachers can work as consultants to regular classrooms. Itinerant teachers travel to different schools in the community to teach students with disabilities. Teacher aides assist teachers in the classroom by preparing activities, providing one-on-one assistance when needed, and informing the teacher about student performance.

Employment Settings: In public, private, and residential schools, special education teachers may work in regular classrooms, resource rooms (a room where students come for one-on-one instruction), or self-contained classrooms (where students stay in the same room for instruction). Teachers may also work in local group homes, the student's home, sheltered workshops, hospitals, and vocational education work sites, and various sites in the community.

Populations Served: people with physical, sensory, cognitive, emotional, and developmental disabilities.

Salary Range: The average salary during the 1990-91 school year was $33,000 (National Clearinghouse for Professions in Special Education, 1992). Teacher aides earned an average of $7.77 per hour in 1990-91 (Department of Labor, 1992).

Education and Certification Requirements: Depending on the state, either a bachelor's or master's degree in special education is required. A master's degree is most often required for teachers who specialize in teaching a particular population. Some states also require teachers to become certified by passing an examination such as the National Teachers Examination. Teacher aides generally need a high school diploma or bachelor's degree.

For More Information, Contact:

National Clearinghouse for Professions in Special Education, The Council for Exceptional Children, 1920 Association Dr., Reston, Virginia 22091 (703) 620-3660

American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, Maryland 20852 Voice/TDD: (800) 638-8255; Voice/TDD: (301) 897-5700; TDD only: (301) 897-0157

Association for Education and Rehabilitation of the Blind and Visually Impaired, 206 North Washington St., Suite 320, Alexandria, Virginia 22314 (703) 548-1884

The Arc, National Headquarters (formerly the Association for Retarded Citizens), 500 East Border St., Suite 300, Arlington, Texas 76010 (817) 261-6003; TDD: (817) 277-0553

American Federation of Teachers, 555 New Jersey Ave., N.W., Washington, D.C. 20001 (800) 238-1133 (202) 879-4400

National Information Center on Deafness, Gallaudet University, 800 Florida Ave., N.E., Washington, D.C. 20002-3695 (202) 651-5051; TDD: (202) 651-5052

National Information Center for Children and Youth with Disabilities (NICHCY), P. O. Box 1492, Washington, D.C. 20013 (800) 695-0285 (202) 416-0300.

ORIENTATION AND MOBILITY SPECIALISTS

Career Overview: Orientation and mobility specialists teach people who are blind or visually disabled to travel independently indoors and outdoors by training people to be aware of their physical environment through their senses of smell, hearing, and touch. Orientation and mobility specialists also instruct persons with vision impairments in personal and home care skills, protection of their bodies, and leisure skills. Specialists work on using canes and dog guides, accessing public transportation, interpreting traffic sounds, learning Braille, using reading machines, and constructing an accurate perception of the surrounding environment.

Employment Settings: public schools, residential schools for people who are blind, private and state rehabilitation agencies for people who are blind, low vision clinics, private rehabilitation facilities, and private homes (working on a contractual basis).

Populations Served: people who are blind or have a visual impairment.

Salary: Starting salaries typically range from $20,000 to $30,000 per year (Region VI Rehabilitation Continuing Education Program, 1992).

Educational and Certification Requirements: Orientation and mobility specialists must complete either a bachelor's or master's degree in an accredited rehabilitation program with an emphasis on orientation and mobility. Some states require certification through the Association for Education and Rehabilitation of the Blind and Visually Impaired.

For More Information, Contact:

Association for Education and Rehabilitation of the Blind and Visually Impaired, Suite 320, 206 North Washington St., Alexandria, Virginia 22314 (703) 548-1884

American Foundation for the Blind, 15 West 16th St., New York, New York 10011 (212) 620-2000

American Council of the Blind, 1155 15th St., N.W., Suite 720, Washington, D.C. 20005 (202) 467-5081.

REHABILITATION TEACHERS

Photograph courtesy of the Association for Education and Rehabilitation of the Blind and Visually Impaired.

Career Overview: Rehabilitation teachers work primarily with adults who are blind or visually impaired. They develop a rehabilitation plan to facilitate an individual's independent living and communication skills, and then instruct the person in skills such as the use of adaptive equipment, reading and writing in Braille, caring for a home, preparing meals, and using community resources.

Employment Settings: state rehabilitation agencies, private rehabilitation programs, residential facilities, schools, private organizations, and private homes (for contractual employment).

Populations Served: persons who are blind or who have vision impairments.

Salary: Starting salaries range from $20,000 to $30,000 per year (Region VI Rehabilitation Continuing Education Program, 1992).

Educational and Certification Requirements: Students generally earn either a bachelor's or master's degree in an accredited rehabilitation teaching program, or have a bachelor's or master's degree in a related field (i.e.: special education) plus have work experience in rehabilitation, before they are recognized as rehabilitation teachers. Some states require certification for rehabilitation teachers, and employers often recommend certification to boost an individual's employability.

For More Information, Contact:

Association for Education and Rehabilitation of the Blind and Visually Impaired, Suite 320, 206 North Washington St., Alexandria, Virginia 22314 (703) 548-1884.

Photograph copyright 1992, The American Dietetic Association.

DIETITIANS

Career Overview: Dietitians plan and oversee meal preparation for individuals who have particular nutritional needs or dietary restrictions. They consult physicians and other health care personnel on an individual's medical and physical condition in order to develop a therapeutic diet. Dietitians also teach individuals and their families about basic nutrition, dietary planning, food selection, and meal preparation. Dietitians may supervise workers who prepare and serve meals, teach professionals about dietary issues, and conduct research in nutrition.

Career Specialties and Related Positions: Dietitians may specialize in managing food service programs, providing clinical nutrition care, conducting research in the nutrition field, educating health care professionals and students in college-level nutrition programs, consulting on nutritional issues, and coordinating nutrition programs in community facilities.

Employment Settings: hospitals, outpatient clinics, rehabilitation centers, schools, community programs, government agencies, private offices, nursing homes, and universities.

Populations Served: individuals with conditions that require special dietary plans.

Salary: Most clinical and community dietitians with fewer than five years of experience earn approximately $20,000 - $30,000 per year. The majority of dietitians in entry level management positions earn approximately $25,000 - $35,000 (American Dietetic Association, 1991).

Educational and Certification Requirements: Dietitians must complete a bachelor's degree in an American Dietetic Association approved program. Some states have certification and licensing regulations. The American Dietetic Association also offers voluntary registration, which many employers require of their applicants.

For More Information, Contact:

The American Dietetic Association,
216 West Jackson Blvd., Suite 800,
Chicago, Illinois 60606-6995
(800) 877-1600.

HOME HEALTH AIDES/PERSONAL ASSISTANTS

Career Overview: Home health aides provide personal assistance and homemaking services to individuals who need support to perform these activities. These services might include dressing, bathing, administering medicine prescribed by health professionals, feeding, laundry, budgeting, housecleaning, running errands, and preparing meals. In addition, aides may provide entertainment opportunities, emotional support, and assistance in exercise and mobility. Aides also maintain records of the services performed and the client's condition.

Career Specialties and Related Positions: Home attendants primarily provide personal care, while homemakers attend to domestic duties.

Primary Employment Settings: patient's home.

Populations Served: persons with physical, sensory, and/or mental disabilities, persons who are recovering from illness or injury, families of persons with disabilities, or elderly persons.

Salary: Approximately half of all home health aides and attendants earn $6.50 per hour (National Association of Home Care, 1993).

Educational and Certification Requirements: Aides and attendants will need an acceptable annual physical exam, a negative tuberculin (TB) test, and, in some areas, a valid driver's license. Some states require certification through either the state government or the Foundation for Hospice and Home Care.

For More Information, Contact:

Foundation for Hospice and Home Care,
519 C St., N.E., Washington,
D.C. 20002 (202) 547-6586

Home Health Aide Association of America,
519 C St., N.E., Washington,
D.C. 20002 (202) 547-7424

National Association of Home Care,
519 C St., N.E., Washington, D.C. 20002
(202) 547-7424.

NURSES

Career Overview: The nursing profession is divided into different levels of experience and education. Nurse's aides perform basic tasks such as caring for the personal hygiene of patients, recording vital signs in patient logs, setting up medical equipment, transporting patients, assisting physicians with examinations, and keeping patients' rooms clean. Licensed practical nurses are trained to provide health care services such as monitoring vital signs and other bodily conditions, administering prescribed medication, performing simple diagnostic tests, assisting with activities of daily living, providing emotional support, and teaching good health habits. Registered nurses perform more advanced tasks in addition to those above, including determining patients' health needs, executing prescribed medical treatments, counseling individuals and families in their care, and supervising less skilled nursing personnel. Nurse practitioners have advanced specialized education which allows them to obtain health histories, perform physical examinations, diagnose and treat common illnesses, and manage stable, ongoing conditions.

Career Specialties and Related Positions: Nurses may receive specialized training in rehabilitation nursing, which allows them to assess and diagnose the health needs of

people with disabilities; develop plans with interdisciplinary teams to meet these needs; refer patients to appropriate rehabilitative agencies; educate patients and their families about adapting to disabilities; and address the psychological and social effects of having a disability.

Employment Settings: Nurses may work in schools, hospitals, private physicians' offices, rehabilitation centers, community health agencies, nursing homes, industry, insurance corporations, and residential facilities.

Populations Served: children, adults, and elderly persons with and without disabilities who need professional health care.

Salary: Full-time staff nurses in private hospitals earn an average of $16.20 per hour. Full time head nurses make an average of $19.83 an hour while nurse practitioners earn about $21.63 an hour (Department of Labor, 1992).

Educational and Certification Requirements: Qualifications differ depending on the level of advancement nurses attain. Nurse's aides generally must pass a civil service test and a physical exam. Licensed practical nurses must complete a one to two-year accredited practical nursing program and become licensed. Registered nurses must complete a three-to-four-year accredited professional nursing program and obtain a license. Nurse practitioners must attain registered nurse status and then complete an accredited nurse practitioner program earning a certificate or a master's degree. In addition, many states require certification for nurse practitioners through the American Nurses' Association or another certifying organization. Rehabilitation nurses must be licensed registered nurses who have obtained an advanced specialized degree in rehabilitation or have had at least two years of clinical practice in rehabilitation nursing. Rehabilitation nurses may earn certification, although it is not required.

For More Information, Contact:

National League for Nursing, 350 Hudson St., 4th Floor, New York, New York 10014 (212) 989-9393

Association of Rehabilitation Nurses, 5700 Old Orchard Road, 1st Floor, Skokie, Illinois 60077-1024 (708) 966-3433

American Nurses Association, 600 Maryland Avenue, S.W., Suite 100 West, Washington, D.C. 20024 (202) 554-4444.

OPTOMETRISTS AND OPHTHALMOLOGISTS

Career Overview: Optometrists examine, diagnose, and treat visual impairments by performing vision tests; prescribing corrective procedures such as lenses or other forms of vision therapy; fitting corrective eye wear; and referring people with eye diseases to ophthalmologists. Ophthalmologists engage in these same activities, but are also uniquely qualified to prescribe and administer medications and perform surgery.

Career Specialties and Related Positions: Optometrists specialize in many areas of practice such as treatment of visually-related learning problems, rehabilitation with microscopic/telescopic lenses, or vision therapy. Optometry assistants prepare patients for testing procedures, instruct patients in vision care, and perform relevant clerical tasks. Optometry technicians work primarily in constructing, adjusting, and repairing corrective instruments (glasses, lenses, etc.). Ophthalmic technicians test and measure eye function to aid in diagnosis, and apply eye drops to patients for testing and medicinal purposes.

Ophthalmologists may specialize in corneal and external ocular diseases, glaucoma, neuro-ophthalmology (which involves the relationship between ophthalmic and neurologic diseases), ophthalmic pathology, ophthalmic plastic surgery, pediatric ophthalmology, and vitreoretinal disease.

Primary Employment Settings: private practice, group practices, hospitals, optical manufacturers, universities, and government health agencies.

Populations Served: persons with visual impairments.

Salary: The average starting salary for optometrists in 1990 was approximately $45,000 per year. The middle 50 percent of optometrists earned between $49,000 to $91,000, with an average salary of $74,845 (American Optometric Association, 1991).

Educational and Certification Requirements: Optometrists must graduate with a Doctor of Optometry degree from an approved school of optometry and pass the National Board of Examiners in Optometry examination to practice. Optometry assistants/technicians typically earn an associate's degree in a para-professional optometry program.

Ophthalmologists must complete a bachelor's degree, four years of medical school, one or more years of general clinical training, and three or more years in a hospital-based eye residency program. Practitioners who wish to specialize should pursue an additional fellowship in their area of interest.

For More Information, Contact:

American Optometric Association, 243 North Lindbergh Blvd., St. Louis, Missouri 63141 (314) 991-4100

American Academy of Optometry, 4330 East West Hwy., Suite 1117, Bethesda, Maryland 20814 (301) 718-6500

National Board of Examiners in Optometry, 4340 East West Hwy., Suite 1010, N.W., Bethesda, Maryland 20814 (301) 652-5192

American Academy of Ophthalmology, P.O. Box 7424, San Francisco, California 94120-7424 (415) 561-8500

American Ophthalmological Society, c/o W. Banks Anderson, M.D., Duke University Eye Center, Durham, North Carolina 27710 (919) 684-3343.

ORTHOTISTS/PROSTHETISTS

Photograph courtesy of the National Rehabilitation Hospital, Washington, D.C.

Career Overview: Orthotists and prosthetists make and fit artificial appliances such as arms, legs, braces, and surgical supports. Orthotists work mainly on corrective devices for legs and feet, and educate patients on how to use this equipment. Prosthetists primarily make, fit, and repair artificial limbs, and instruct patients in prosthesis use. Both professionals may conduct research and give lectures in orthotics and prosthetics fields.

Career Specialties and Related Positions: Para-professional opportunities as an orthotics assistant, orthotics technician, a prosthetics assistant, or a prosthetics technician also exist. Assistants typically provide patient care, while technicians mainly construct the artificial body supports.

Primary Employment Settings: private offices, hospitals, rehabilitation centers, and private businesses producing prosthetic equipment.

Populations Served: people with orthopedic or mobility impairments, scoliosis, and neck, spine, back, or limb injuries.

Salary: Starting salaries for residents typically range from $25,000 to $29,000 per year. (Region VI Rehabilitation Continuing Education Program, 1992.)

Educational and Certification Requirements: To practice, one must have a bachelor's degree in prosthetics and orthotics. Some employers demand certification through the American Board for Certification in Orthotics and Prosthetics.

For More Information, Contact:

American Board for Certification in Orthotics and Prosthetics, 1650 King St., Alexandria, Virginia 22314
(703) 836-7114

American Academy of Orthotics and Prosthetics, 1650 King St., Alexandria, Virginia 22314 (703) 836-7114.

PHYSIATRISTS - REHABILITATION MEDICINE

Career Overview: Physiatrists are physicians who provide medical care to individuals who are disabled due to injury, disease, or congenital disorder so they may maximize their independent functioning. Physiatrists conduct assessments, determine the need for therapy, and prescribe and administer treatments such as light therapy, hydrotherapy, and muscle exercises. Physiatrists consult with members of the rehabilitation team such as physical and occupational therapists, rehabilitation nurses, psychologists, and orthotists/prosthetists, and recommend treatment plans to team members. Physiatrists may conduct research in rehabilitation processes and outcomes.

Career Specialties and Related Positions: Physiatrists may choose to specialize in particular disabilities, such as spinal cord injury, neuromuscular diseases, or brain injury.

Employment Settings: hospitals, medical rehabilitation facilities, private and public rehabilitation centers, research agencies, and universities.

Populations Served: people with cognitive, physical, mental, emotional, and sensory disabilities.

Salary: Physiatrists completing their residency requirements may earn $30,000 to $70,000 annually. Starting salaries for physiatrists vary widely, but are comparable with those of new internists and general physicians at $90,000 to $120,000 per year (Region VI Rehabilitation Continuing Education Program, 1992).

Educational and Certification Requirements: Physiatrists must graduate from an accredited School of Medicine or School of Osteopathic Medicine, complete a residency training program, and obtain certification through the American Board of Physical Medicine and Rehabilitation.

For More Information, Contact:

American Academy of Physical Medicine and Rehabilitation, 122 South Michigan Ave., Suite 1300, Chicago, Illinois 60603-6107 (312) 922-9366.

PHYSICIANS

Career Overview: Physicians diagnose and treat people with injuries or diseases. They perform physical examinations using medical instruments, diagnostic tests, and x-rays; analyze the results of these tests; diagnose their patients' conditions; and administer or prescribe treatments and drugs. Physicians also practice preventive medicine by immunizing patients and educating patients on diet, hygiene, and disease prevention. Physicians may perform minor surgery, but usually refer patients to specialists for specialized treatment. They provide pre- and post-natal care to women and children, research methods of disease control, develop and test new medical procedures, and report births, deaths, and epidemics to health authorities.

Career Specialties and Related Positions: Physicians who provide general medical care may opt to practice emergency, family, internal, or pediatric medicine. Physicians may also specialize in diagnosing and treating problems related to specific body organs and systems. For example, cardiologists treat heart problems; dermatologists treat skin conditions; gastroenterologists treat digestive disorders; gynecologists treat female reproductive system conditions; neurologists treat brain and nervous system disorders; and oncologists work with cancerous tumors. Ophthalmologists treat eye diseases; otolaryngologists treat ear, nose and throat ailments; podiatrists treat diseases and deformities of the foot; urologists treat urinary tract illnesses; physiatrists work with physical rehabilitative methods; psychiatrists treat people with mental illness; obstetricians care for pregnant women and their babies; orthopedists treat skeletal conditions; and pulmonary specialists treat the lungs and respiratory system. Other physicians specialize in treatment methods such as surgery, radiology, and anesthesiology.

Employment Settings: hospitals, outpatient clinics, nursing homes, private offices, rehabilitation facilities, patients' residences, research centers, and universities.

Populations Served: people with and without disabilities who experience illness or injury.

Salary: Physicians' average incomes vary by specialty, experience, geographic region, and professional reputation. The average annual income of all physicians in 1989 was about $155,800, with surgeons averaging $220,500 and general/family practitioners averaging $95,900 (Department of Labor, 1992).

Educational and Certification Requirements: In order to practice, physicians must obtain licensure through their state licensing boards. To become licensed, physicians must complete a bachelor's degree (preferably in a pre-medical program), graduate from an accredited medical school with a Doctor of Medicine degree (M.D.) or Doctor of Osteopathic Medicine degree (D.O.), and pass a licensing examination. Then, physicians must enter a one to six year post-graduate training in their specialty field (this is known as a "residency"). M.D.s and D.O.s who seek certification in a special branch of medicine must complete specialized residency training and pass a

final examination in their area of specialization.

For More Information, Contact:

American Medical Association Division of Allied Health and Accreditation, 515 North State St., Chicago, Illinois 60610 (312) 464-5000

Association of American Medical Colleges, 2450 N St., N.W., Washington, D.C. 20037-1126 (202) 848-0400

American Osteopathic Association, Department of Public Relations, 142 East Ontario Street, Chicago, Illinois 60611

American Association of Colleges of Osteopathic Medicine, 6110 Executive Blvd., Suite 405, Rockville, Maryland 20852 (301) 468-0990.

PSYCHIATRISTS

Career Overview: Psychiatrists diagnose and treat people with mental, emotional, and behavioral disorders. They gather data on family, medical, and social background; conduct diagnostic medical and psychological tests; and evaluate this information to determine the nature and extent of a disorder. Psychiatrists then develop and implement a treatment program utilizing a variety of psychotherapeutic methods and medications.

Career Specialties and Related Positions: Psychiatrists may specialize in three fields: child, geriatric, or forensic psychiatry. In addition, psychiatrists can choose a particular psychotherapeutic technique, such as psychoanalysis or cognitive therapy. They may also focus on treating specific disorders or illnesses, such as schizophrenia or bipolar disorder.

Employment Settings: private offices, hospitals, residential facilities, and mental health clinics.

Populations Served: people with emotional or cognitive disabilities; people with mental illness or behavioral disorders.

Salary: The average annual income of psychiatrists in 1989 was $117,700 (Department of Labor, 1992).

Educational and Certification Requirements: Psychiatrists must earn a bachelor's degree and a Doctor of Medicine degree. Then, psychiatrists must complete a four year residency program and pass the American Board of Psychiatry and Neurology certification exam.

For More Information, Contact:

American Psychiatric Association, 1400 K St., N.W., Suite 300, Washington D.C. 20005 (202) 682-6000.

CAREERS IN THERAPY

ACTIVITIES THERAPIST

Career Overview: Activities therapists work with rehabilitation teams to help individuals with disabilities sharpen their existing skills and interests and develop new abilities. Their major goals are to facilitate independence and to teach individuals how to gain enjoyment from certain activities. The primary tasks of activity therapists are: setting goals to be met during rehabilitation; planning activities to meet these goals based upon physicians' input and the person's strengths and limitations; reporting on the patient's reactions, symptoms, and progress to the team members; and revising the activity program when appropriate.

Career Specialties and Related Positions: Manual arts therapists concentrate on patient skill development through activities such as woodworking, photography, electronics, and graphic arts. Horticultural therapists help patients cultivate a sense of achievement through gardening.

Employment Settings: hospitals, nursing homes, mental health clinics, community residential programs, community recreation programs, substance abuse rehabilitation centers, vocational training centers, and schools.

Populations Served: persons with physical, mental, or emotional disabilities; elderly persons.

Salary: Activities professionals who are members of the National Association of Activities Professionals generally earn between $15,000 and $25,000 annually. Certified activities professionals may earn slightly higher incomes (National Association of Activities Professionals).

Educational and Certification Requirements: Activities therapists must earn a minimum of a bachelor's degree. If you want to register with a professional association in a specialized area such as horticulture, you must hold a bachelor's or master's degree in your area of specialization and have a six to twelve month supervised field experience.

For More Information, Contact:

National Association of Activity Professionals, 1225 Eye St., N.W., Suite 300, Washington, D.C. 20005 (202) 289-0722

National Certification Council for Activity Professionals, 520 Stewart, Parkridge, Illinois 60068 (708) 698-4263

The American Horticultural Therapy Association, 362A Christopher Ave., Gaithersburg, Maryland 20879 (301) 948-3010.

AUDIOLOGISTS

Career Overview: Audiologists treat people with hearing disorders by identifying hearing dysfunctions, assessing the extent of hearing loss, and determining how this loss affects communication.

Audiologists then plan and implement rehabilitation programs which may include orientation to adaptive devices such as hearing aids, auditory training, lip reading, speech conservation, treatments developed in consultation with other professionals, and referrals to physicians and surgeons for medical procedures. Audiologists also engage in research and consulting in their field.

Career Specialties and Related Positions: none.

Employment Settings: private offices, schools, industry, hospitals, health clinics, rehabilitation centers, physician's offices, nursing homes, colleges and universities, research laboratories, and government agencies.

Populations Served: persons who have or who are suspected to have hearing problems or deafness.

Salary: The 1991 median salary for certified audiologists with 1-3 years experience was $27,000. The median salary for all levels of experience was $34,000. Individuals with dual certification in speech/language pathology earned a median salary of $60,985 in 1991 (Region VI Rehabilitation Continuing Education Program, 1992).

Educational and Certification Requirements: In general, states require a master's degree in a communication disorders or audiology program and state certification or licensure to practice.

For More Information, Contact:

National Information Center on Deafness, Gallaudet University, 800 Florida Ave., N.E., Washington, D.C. 20002 (202) 651-5051; TDD: (202) 651-5052

American Deafness and Rehabilitation Association, P.O. Box 251554, Little Rock, Arkansas 72225 (501) 663-7074

Academy of Rehabilitative Audiology, c/o Dr. Carol L. DeFilippo, Central Michigan University, Ronan Hall 307, Mount Pleasant, Michigan 48859 (716) 475-6456.

CREATIVE ARTS THERAPISTS

Photograph courtesy of the National Association for Music Therapy, Silver Springs, MD.

Career Overview: Creative arts therapists use mediums such as dance, music, arts and crafts, woodworking, photography, metalworking, and gardening to restore, maintain, and improve physical and mental health. The therapists assess their clients' mental health needs and develop creative arts treatment plans, and implement these plans. Creative arts therapies focus on working through emotional conflicts,

increasing self-understanding, improving body image, integrating motor movements and skills, facilitating speech and language development, changing behavior, relieving stress, increasing social interaction, and providing a sense of productivity and fulfillment.

Career Specialties and Related Positions: art therapy, dance/movement therapy, drama therapy, music therapy, manual arts therapy, horticulture therapy, poetry therapy, and psychodrama.

Primary Employment Settings: private practice, hospitals, rehabilitation facilities, mental health clinics, residential programs, nursing homes, senior centers, hospice programs, schools, universities, psychiatric centers, businesses, correctional facilities, government agencies, and law enforcement agencies.

Populations Served: persons with developmental disabilities; people with substance abuse problems; people with cognitive, emotional, and physical disabilities; and elderly people.

Salary Range: The average salary for a music therapist is $28,053 (National Association of Music Therapy, 1992). The American Horticultural Therapy Association has advertised horticulture therapist positions through its newsletter. The average entry level salaries in this newsletter are between $15,000 and $20,000 annually.

Educational and Certification Requirements: Dance therapists must obtain a master's degree from an accredited program, and must register with the American Dance Therapy Association at either a basic or advanced level to practice. Music therapists may complete either a bachelor's or master's degree from an accredited program. Registration and certification is recommended for music therapists and is provided by the National Association for Music Therapy and the American Association for Music Therapy. Art therapists must earn a master's degree from an accredited art therapy program. Registration for art therapists is recommended upon completion of a master's degree and a clinical internship in an American Art Therapy Association approved program or an equivalent program.

For More Information, Contact:

American Dance Therapy Association, 2000 Century Plaza, Suite 108, Columbia, Maryland 21044 (410) 997-4040

National Association for Music Therapy, 8455 Colesville Rd., Suite 930, Silver Spring, Maryland 20910 (301) 589-3300

American Association for Music Therapy, P.O. Box 80012, Valley Forge, Pennsylvania 19484 (215) 265-4006

American Art Therapy Association, 1202 Allanson Rd., Mundelein, Illinois 60060 (708) 949-6064

American Horticultural Therapy Association, 362A Christopher Ave., Gaithersburg, Maryland 20879 (301) 948-3010.

OCCUPATIONAL THERAPISTS

Career Overview: Occupational therapists help individuals with disabilities attain maximum independence in life activities such as work, play, homemaking, and personal care. Occupational therapists are concerned with restoring, maintaining, and improving the cognitive, sensorimotor, and perceptual skills of people with disabilities. Methods that occupational therapists use to enhance people's independence include: creating adaptive equipment such as eating utensils, writing instruments, and dressing aids; using exercises and activities to improve sensorimotor, perceptual, and social skills; recommending the proper equipment for individuals with disabilities

(such as splints, wheelchairs, and seating systems to improve posture); and working with families to make their homes more accessible to their members with disabilities. Occupational therapists working with people who have mental illnesses may design group or individual treatment activities to build social skills. Occupational therapists usually work as members of an interdisciplinary team of education and rehabilitation professionals.

Career Specialties and Related Positions: Occupational therapy assistants provide support to occupational therapists in areas such as client evaluation, client instruction in daily living skills, ordering of supplies, and equipment maintenance. Occupational therapy aides transport patients, assemble equipment, and maintain general upkeep of therapy areas. Occupational therapists may specialize in treating children, persons with brain injuries, or hand injuries, people who have had industrial accidents, people with mental illness, and people with learning disabilities.

Employment Settings: hospitals, schools, residential programs, clients' homes, mental health clinics, nursing homes, rehabilitation centers, community health centers, industrial facilities, employment programs, and private practice.

Populations Served: individuals with physical, mental, and emotional disabilities; persons with physical injuries or illnesses; elderly people; children; participants in employee wellness programs.

Salary: The average starting salary for occupational therapists in 1992 was $32,457. Starting salaries for occupational therapy assistants averaged $21,364. The average 1992 salary for all occupational therapists was $39,854, while all occupational therapy assistants earned an average annual salary of $23,913 (American Occupational Therapy Association, 1992).

Educational and Certification Requirements: Occupational therapists must earn a bachelor's or master's degree in an accredited program, participate in a six to nine month clinical internship, and pass a registration examination to practice. Some states require additional licensing procedures before practice is permitted. Occupational therapy assistants earn an associate's degree and may become certified upon completion of a two-year approved training program and an examination. Occupational therapy aides must have a high school diploma and complete an on-the-job training program.

For More Information, Contact:

American Occupational Therapy Association, 1383 Piccard Dr., P.O. Box 1725, Rockville, Maryland 20850 (301) 948-9626

American Occupational Therapy Certification Board, Inc., 4 Research Place, Suite 160, Rockville, Maryland 20850 (301) 990-7979

National Clearinghouse for Professions in Special Education, The Council for Exceptional Children, 1920 Association Dr., Reston, Virginia 22091 (703) 620-3660.

PHYSICAL THERAPISTS

Photograph courtesy of the National Rehabilitation Hospital, Washington, D.C.

Career Overview: Physical therapists provide treatment to develop, maintain, and restore muscle strength, sensory perception, motor skills, and respiratory/circulatory functioning. Physical therapists evaluate muscle and motion functioning; administer manual exercises, massage, and traction to improve body movement; and perform other therapeutic techniques such as heat, cold, and electricity treatments. They also teach individuals and their families procedures they can use at home to restore, maintain, and increase physical capabilities. Physical therapists evaluate, fit, and adjust prosthetic and orthotic equipment and confer with an interdisciplinary team on patients' total rehabilitation plans. Physical therapists also train students, conduct research, and act as consultants.

Career Specialties and Related Positions: Physical therapy assistants help administer tests and treatment programs designed by physical therapists. Physical therapy aides assist therapists by preparing individuals for treatment sessions, arranging treatment supplies and equipment, cleaning work areas, and transporting individuals to and from therapy sessions.

Employment Settings: hospitals, rehabilitation centers, schools, outpatient clinics, health agencies, private offices, nursing homes, home health agencies, colleges, and residential facilities.

Populations Served: people who have limited muscle and movement abilities resulting from a disease, an accident, or a disability.

Salary: Starting salaries for physical therapists range from $30,000 to more than $38,000 per year (Region VI Rehabilitation Continuing Education Program, 1992). Physical therapy assistant salaries may range from $21,000 to $28,000 yearly (American Physical Therapy Association, 1989).

Educational and Certification Requirements: Physical therapists must complete either a bachelor's or master's degree in an accredited program and must be certified through the American Physical Therapy Association (APTA). Physical therapy assistants must complete an associate's degree in an accredited program and must also be certified through APTA. Physical therapy aides require a high school diploma, but may not need specialized training in physical therapy, depending upon the employer's standards.

For More Information, Contact:

American Physical Therapy Association, 1111 North Fairfax St., Alexandria, Virginia 22314 (703) 684-2782.

SPEECH/LANGUAGE PATHOLOGISTS

Photograph courtesy of the National Rehabilitation Hospital, Washington, D. C.

Career Overview: Speech/language pathologists diagnose and treat individuals whose ability to vocalize, hear, swallow, and use language is impaired. These professionals use testing and observation procedures to determine the type and the degree of language impairment; provide language development programs for persons with speech/language disabilities; and teach individuals and their families how to use augmentative communication devices, such as sign language or computers. Speech/language pathologists often serve on interdisciplinary teams, conduct research, and act as consultants.

Career Specialties and Related Positions: Professionals may specialize in treating specific impairments such as aphasia and stuttering, or treating specific populations of people with communication impairments such as people with brain injuries, strokes, cleft palates, etc. Individuals can also work as augmentative communication (AC) specialists. AC specialists help people who cannot communicate orally learn alternative forms of communication, including manual and electronic communication systems.

Employment Settings: private offices, schools, industry, hospitals, health clinics, rehabilitation centers, physicians' offices, nursing homes, colleges and universities, research laboratories, and government agencies.

Populations Served: people with hearing and communication impairments.

Salary: The 1991 median salary for certified speech/language pathologists with 1-3 years of experience was $27,600. The median salary for all levels of experience was $32,500. Individuals with dual certification in audiology earned a median salary of $60,985 in 1991 (Region VI Rehabilitation Continuing Education Program, 1992).

Educational and Certification Requirements: In general, states require a master's degree in an accredited speech-language pathology program and state certification or licensure to practice. People employed in schools must also comply with state education requirements. The American Speech-Language-Hearing Association also offers professional certification. There are no education or licensure requirements for Augmentative Communication Specialists. Most AC Specialists gain experience through graduate-level course work, seminars, and on-the-job training.

For More Information, Contact:

American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, Maryland 20852
(800) 638-8255;
Voice or TDD: (301) 897-5700

United States Society for Alternative and Augmentative Communication, Attn: Tracy Covet, 1759 S. Lee St. #C,
Lakewood, Colorado 80232-92708
(714) 843-3278.

THERAPEUTIC RECREATION SPECIALISTS

Career Overview: Therapeutic recreation specialists use recreation and leisure activities to improve or maintain their clients' physical, mental, social, and emotional functioning. Recreation specialists assess client needs and abilities; create and implement individual activity plans to increase leisure experiences; monitor and evaluate client progress; teach leisure behaviors and skills; and connect individuals to the community through recreation activities such as sports, arts and crafts, picnics, games, and drama. These professionals are often part of an interdisciplinary team which develops a treatment plan for an individual. Therapeutic recreation paraprofessionals assist therapeutic recreation specialists in developing, executing and monitoring treatment plans.

Career Specialties and Related Positions: Aquatics, arts and crafts, sports, and camping/wilderness excursions.

Employment Settings: hospitals, rehabilitation centers, psychiatric hospitals, mental health clinics, nursing homes, sheltered workshops, vocational training centers, community residential programs, independent living centers, schools, burn centers, private offices, camps, and community park and recreation departments.

Populations Served: people with physical, emotional, and developmental disabilities; people with mental illness; people with chemical dependencies; and elderly people.

Salary: Starting salaries may range from $23,000 to $25,000 annually (Region VI Rehabilitation Continuing Education Program, 1992).

Educational and Certification Requirements: At minimum, a therapeutic recreation specialist needs a bachelor's degree in therapeutic recreation or recreation with an emphasis on therapeutic recreation from an accredited college program; certification from the National Council for Therapeutic Recreation Certification (NITRIC); and/or state registration, certification, or licensure. Therapeutic recreation paraprofessionals must complete an associate degree in therapeutic recreation or recreation with an option in therapeutic recreation from an accredited college program. Para-professionals must also obtain certification from NITRIC and/or meet state registration, licensing, or certification requirements.

For More Information, Contact:

The American Therapeutic Recreation Association, P.O. Box 15215, Hattiesburg, Mississippi 39404 (800) 553-0304

National Council for Therapeutic Recreation Certification, 49 South Main St., Suite 5, Spring Valley, New York 10977 (914) 356-9660

National Therapeutic Recreation Society, 2775 S. Quincy St., Suite 300, Arlington, Virginia 22206 (703) 820-4940.

CAREERS IN RESIDENTIAL SERVICES

INDEPENDENT LIVING PROGRAM COORDINATORS/ ADMINISTRATORS

Career Overview: Independent living program coordinators are advocates for people with disabilities in the community. They provide a host of services including the development of independent living plans, case management, information and referral on disability-related issues, skills training, counseling, social/recreational activities, and community outreach. They also coordinate activities around issues such as housing, accessible services, transportation, employment, personal care services, and assistive aids such as interpreters and readers. Independent living program administrators are responsible for the general administration of the program, including personnel management, budgeting, planning, evaluation of the program, public relations, training, and grant writing.

Career Specialties and Related Positions: none.

Employment Settings: Independent living centers.

Populations Served: people with all types of disabilities.

Salary: The starting salaries for independent living program coordinators range from $17,000 to $20,000 annually. Independent living center administrators' starting salaries range from $25,000 to $30,000 per year (Region VI Rehabilitation Continuing Education Program, 1992).

Educational and Certification Requirements: Employers generally seek coordinators and administrators who have a bachelor's degree in rehabilitation, business administration, or liberal arts with experience in disability-related issues. Currently, there are no certification requirements for these positions.

For More Information, Contact:

National Council on Independent Living, Troy Atrium, 4th St. and Broadway, Troy, New York 12180 (518) 274-1979.

RESIDENTIAL AIDES

Career Overview: Residential aides help individuals in residential facilities gain maximum independence in self-care, homemaking, and leisure activities. Residential aides educate individuals in personal hygiene, physical exercise, meal preparation, shopping, and social skills. They also administer therapeutic activities such as crafts and recreational games. Residential aides observe and document residents' behaviors as part of assessment and treatment planning, and may work with residents on behavioral change programs. Residential aides are also responsible for addressing residents' routine health-care needs and arranging transportation for residents to and from appointments and activities.

Employment Settings: community group homes, intermediate care facilities, and state institutions.

Populations Served: people with developmental disabilities such as mental retardation and autism; people with mental illness, people with emotional disabilities, and people with physical disabilities

Salary Range: The average starting salary for residential aides is $8.72 per hour in institutional settings, and $5.97 per hour in the private sector (Braddock & Mitchell, 1992).

Educational and Certification Requirements: Educational requirements for residential aides vary widely across the states. Some states and localities require an associate's or bachelor's degree, while other areas require a high school diploma. Many employers ask for experience in the human service field and satisfactory completion of on-the-job training.

For More Information, Contact:

(ANCOR) American Network of Community Options and Resources . (formerly NAPRR), 4200 Evergreen Lane, Suite 315, Annandale, Virginia 22003 (703) 642-6614.

RESIDENTIAL SUPERVISORS

Career Overview: Residential supervisors coordinate the activities for the residents of an institution or group home. Their primary responsibilities are to assist people in community residences to complete their daily living activities as independently as possible, and to implement each resident's individual rehabilitation plan in the home environment. Residential supervisors' duties also include ordering house supplies, overseeing general house upkeep and maintenance, planning activities for the residents, supervising work and study programs, counseling residents on personal issues, coordinating residents' transportation to appointments, ensuring the health and safety of the residents, handling crises and emergencies, and documenting residents' daily activities.

Career Specialties and Related Positions: Residential supervisors may specialize in working with a particular population listed below.

Employment Settings: institutions, group homes.

Populations Served: people with developmental or emotional disabilities; people who are chemically dependent; people with mental illness.

Salary: information unavailable.

Education and Certification Requirements: There are no standard educational or certification requirements for residential supervisors. Employers generally prefer supervisors who have completed a bachelor's or master's degree in a human services field or who have had prior work experience in residential placements.

For More Information, Contact:

(ANCOR) American Network of Community Options and Resources (formerly NAPRR), 4200 Evergreen Lane, Suite 315, Annandale, Virginia 22003 (703) 642-6614.

SUPPORTED LIVING PERSONNEL

Career Overview: Supported living personnel assist people with disabilities who live in their own homes or apartments with daily living tasks. Supported living staff work with individuals who have disabilities, their families, and other service providers to determine which daily tasks and activities individuals need support to complete and the degree of support required. Supported living personnel then offer home-based services tailored to individuals' needs, such as paying bills, budgeting, shopping, cooking, housecleaning, transportation, and providing physical assistance or personal care. Supported living personnel may also teach people with disabilities how to complete these activities independently, and then monitor those activities which individuals with disabilities begin to perform for themselves, offering assistance only when necessary. Many supported living workers are companions to individuals with disabilities or connect individuals to social and leisure opportunities within the community.

Employment Settings: Some supported living personnel are employed by families who need support. Others are employed through community agencies in private homes and apartments as "live-in" personal assistants or work during the day for as many hours as required to complete the necessary support duties.

Populations Served: people with physical, cognitive and sensory disabilities; people with mental illness.

Salary: Wages vary widely, depending on whether the person is employed by an organization or directly by a family or an individual with a disability. Most supported living personnel are paid on an hourly basis. Some may be paid under the special exemption for "companions" within the Fair Labor Standards Act.

Education and Certification Requirements: Currently there are no standard education or certification requirements for supported living personnel. Agencies and individuals hiring supported living personnel may require a criminal background check.

For More Information, Contact:

(ANCOR) American Network of Community Options and Resources (formerly NAPRR), 4200 Evergreen Lane, Suite 315, Annandale, Virginia 22003 (703) 642-6614.

CAREERS IN VOCATIONAL SERVICES

JOB COACHES

Career Overview: Job coaches assess the vocational skills of people with disabilities, develop employment opportunities, place these persons in appropriate jobs, provide individualized on-the-job training and support, and offer long-term follow-up. Job coaches also educate employers in supervision strategies and elimination of physical and social barriers in the workplace.

Career Specialties and Related Positions: Job coaches may act as job readiness trainers who teach individuals the skills they need to obtain employment. Job training specialists teach individuals the skills they need to perform particular jobs. Production supervisors monitor individuals' daily work performance in the actual work environment. Transition specialists are employment specialists who work with high school graduates on making the transition from school to work. Employment specialists may also work with individuals who have a particular disability or degree of disability. Some specialists focus on teaching behavior management strategies to individuals with challenging behaviors and their employers.

Employment Settings: state vocational rehabilitation agencies, public and private rehabilitation facilities, public schools, supported employment organizations, and sheltered workshops.

Populations Served: people with cognitive, physical, mental, sensory, and emotional disabilities.

Salary: Salaries are extremely variable for job coaches. Starting salaries may range from $6 to $12 per hour, or $13,500 to $15,500 annually. Individuals with bachelor's degrees may earn a starting salary from $15,000 to $22,000 for direct service positions in rehabilitation facilities and workshops. Job coaches in state agencies and the public sector may earn between $15,000 and $30,000 per year (Region VI Rehabilitation Continuing Education Program, 1992).

Educational and Certification Requirements: Presently, there are no national standards for education and certification. Employers typically prefer individuals with two years of college and approved work experience or specialized training. Experience in working with people with disabilities is also recommended.

For More Information, Contact:

The Association of Persons in Supported Employment, 5001 West Broad Street, Suite 34, Richmond, Virginia 23230 (804) 282-3655; TDD: (800) 828-1120

The Association of Persons with Severe Handicaps, 11201 Greenwood Ave. North, Seattle, Washington 98133 (206) 361-8870.

JOB PLACEMENT SPECIALISTS

Career Overview: Job placement specialists help individuals obtain employment. Placement specialists provide training in resume' development, job seeking skills, and job interview skills. They also assist clients in finding job openings and coordinate job clubs. Job placement specialists consult with employers to increase the job opportunities open to people with disabilities. They teach employers about federal regulations prohibiting discrimination on the basis of disability, strategies to eliminate physical and social barriers to employment, assistive technology and other forms of reasonable accommodation to enable people with disabilities to perform their jobs effectively, and financial incentives available to hire people with disabilities.

Employment Settings: state vocational rehabilitation agencies, public and private rehabilitation facilities, sheltered workshops, and community mental health and mental retardation programs.

Populations Served: persons with cognitive, physical, mental, emotional, and sensory disabilities; people in substance abuse programs.

Salary: Starting salaries may range from $20,000 to $35,000 per year (Region VI Rehabilitation Continuing Education Program, 1992).

Educational and Certification Requirements: Job placement specialists must minimally complete a bachelor's degree in rehabilitation with a special emphasis in job placement. Currently, no certification requirements exist for this career.

For More Information, Contact:

National Rehabilitation Association of Job Placement and Development,
633 S. Washington St., Alexandria,
Virginia 22314-4193 (703) 836-0850;
TDD: (703) 836-0849.

VOCATIONAL EVALUATORS

Photograph courtesy of the National Rehabilitation Hospital, Washington, D.C.

Career Overview: Vocational evaluators assist people with injuries, disabilities, or changing life circumstances in identifying employment opportunities suited to their interests and abilities. Vocational evaluators become familiar with an individual's skills and interests through interviews, vocational tests, and observations in work settings. Evaluators next analyze the major physical and mental requirements of particular jobs, and match individuals to particular positions or careers. Evaluators then support individuals by developing vocational plans which facilitate their entrance into the job market.

Career Specialties and Related Positions: Vocational evaluation aides assist vocational evaluators in testing procedures and the development of vocational plans.

Employment Settings: state vocational rehabilitation agencies, schools, rehabilitation centers, vocational training centers, industry, community independent living centers, hospitals, mental health agencies, psychiatric and addiction treatment centers, sheltered workshops, correctional facilities, private companies, and university-based programs.

Populations Served: people with physical, mental, emotional, and cognitive disabilities; people who have been injured; people who need assistance in determining a career path.

Salary: Starting salaries for certified vocational evaluators may range from $23,000 to $30,000 per year. Individuals with bachelor's degrees in this field may expect a starting salary between $15,000 and $20,000 per year (Region VI Rehabilitation Continuing Education Program, 1992).

Educational and Certification Requirements: Vocational evaluators must possess a bachelor's degree in rehabilitation or a bachelor's degree in a closely related field with approved training and work experience. A master's degree in vocational evaluation is preferred. Vocational evaluation aides generally require a bachelor's degree. Certification through the Commission on Certification of Work Adjustment and Vocational Evaluation Specialists is recommended but not required in most states.

For More Information, Contact:

Vocational Evaluation and Work Adjustment Association, National Rehabilitation Association, 633 S. Washington St., Alexandria, Virginia 22314-4193 (703) 836-0850; TDD: (703) 836-0849.

Commission on Certification of Work Adjustment and Vocational Evaluation Specialists, 13822 Beach Blvd., Suite A, Westminster, California 92683 (714) 373-5514

National Association of Rehabilitation Facilities, P.O. Box 17675, Washington, D.C. 20041 (703) 648-9300.

WORK ADJUSTMENT SPECIALISTS

Career Overview: Work adjustment specialists work with individuals to develop appropriate work attitudes, work skills, and interpersonal skills for acquiring and maintaining employment. The specialist identifies the behavioral skills an individual needs to perform a particular job or jobs, designs a plan to help the individual learn the needed skills he or she lacks, and implements this plan.

Employment Settings: state vocational rehabilitation agencies, community independent living centers, sheltered workshops, schools, rehabilitation centers, vocational training centers, hospitals, mental health agencies, correctional facilities, university-based programs, and industry.

Populations Served: people with physical, mental, emotional and cognitive disabilities; people who are chemically dependent.

Salary: Starting salaries for certified work adjustment specialists range from $20,000 to $25,000 per year. Individuals with bachelor's degrees in this area may expect a starting salary between $15,000 and $20,000 per year (Region VI Rehabilitation Continuing Education Program, 1992).

Educational and Certification Requirements: Work adjustment specialists need a bachelor's degree in rehabilitation to enter this field, and a master's degree in work adjustment to deliver more specialized services. Certification through the Commission on Certification of Work Adjustment and Vocational Evaluation Specialists is optional.

For More Information, Contact:

Commission on Certification of Work Adjustment and Vocational Evaluation Specialists, 13822 Beach Blvd., Suite A, Westminster, California 92683 (714) 373-5514

National Association of Rehabilitation Facilities, P.O. Box 17675, Washington, D.C. 20041 (703) 648-9300.

ASSISTIVE TECHNOLOGY SPECIALISTS

Career Overview: Assistive technology specialists assess the areas of difficulty a person has in interacting with his or her environment. They then determine what mechanical or electronic device would enable this person to function more independently at work, school, home, or in the community. Examples of assistive technology range from adaptable door handles (i.e., handles that use levers, which are easier to open than door knobs) to voice-activated word processors. Assistive technologists also help businesses examine their facilities and recommend assistive technology devices that would make these businesses accessible to people with disabilities. Most assistive technology specialists have broader careers in speech-language pathology, rehabilitation counseling, special education, occupational or physical therapy, or rehabilitation engineering.

Career Specialties and Related Positions: Assistive technologists may be experts in adaptive devices for people with specific disabilities, such as communication disorders, hearing impairments, visual impairments, or physical disabilities. Other technologists specialize in technology for different environments such as work, home, school, recreation, or transportation.

Employment Settings: medical offices, hospitals, advocacy organizations, schools, universities, companies that develop assistive technology, private businesses or corporations, and private practice.

Populations Served: people with all types of disabilities.

Salary: Asssistive technologists' salaries are generally similar to the earnings in their primary field of practice (i.e., speech-language pathology, rehabilitation counseling, special education, etc.).

Educational & Certification Requirements: Currently, there are only a few colleges and universities offering specific degree programs in assistive technology. As a result, asssistive technology specialists gain their expertise through their course work in their primary field of practice. They also develop their specialized knowledge of technology through seminars and training programs. No certification requirements exist for assistive technologists at this time, but RESNA, a professional association for rehabilitation engineers and assistive technologists, is developing certification procedures.

For More Information, Contact:

RESNA: An Interdisciplinary Association for the Advancement of Rehabilitation and Assistive Technologies, 1101 Connecticut Ave., N.W., Suite 700, Washington, D.C. 20036 (202) 857-1199

Rehabilitation Technology Associates, 3640 Dry Creek Ct., Ellicott City, Maryland 21043 (410) 750-0353.

REHABILITATION ENGINEERS

Photograph courtesy of the National Rehabilitation Hospital, Washington, D.C.

Career Overview: Rehabilitation engineers work closely with an interdisciplinary team to assess what an individual with a disability needs in order to have greater control over his or her environment. These professionals recommend and set up mechanical and electronic equipment and architectural modifications which allow the person to fully participate at work, home, and play. This equipment includes wheelchairs, automobile hand controls, and voice-activated computers. The engineers adapt existing equipment to meet a person's unique needs or create entirely new assistive devices. Finally, rehabilitation engineers evaluate the performance of adaptive equipment and conduct research to improve the effectiveness of this equipment.

Career Specialties and Related Positions: Rehabilitation engineers may specialize in a branch of adaptive equipment such as computer and communication aids, transportation aids, mobility and seating aids, or job accommodation aids.

Employment Settings: public or private rehabilitation agencies, hospitals, private industries that produce adaptive equipment, research institutions, and voluntary organizations (such as United Cerebral Palsy Associations, Inc. and National Easter Seal Society).

Populations Served: people with physical, sensory, communication, and cognitive disabilities.

Salary: Starting salaries range from $30,000 to $35,000 per year (Region VI Rehabilitation Continuing Education Program, 1992).

Educational and Certification Requirements: Most rehabilitation engineers have either bachelor's or master's degrees in electrical engineering, biomedical engineering, or mechanical engineering. Completing a two-year master's degree program in rehabilitation engineering is recommended. To date, the field has no certification requirements, but plans to institute certification requirements by 1997.

For More Information, Contact:

RESNA: An Interdisciplinary Association for the Advancement of Rehabilitation and Assistive Technologies, 1101 Connecticut Ave., N.W., Suite 700, Washington, D.C. 20036 (202) 857-1199

National Institute for Rehabilitation Engineering, P.O. Box T, Hewitt, New Jersey 07421 (201) 853-6585.

SIGN LANGUAGE INTERPRETERS

Career Overview: Sign language interpreters act as translators between people who hear and people who are deaf or hearing impaired so that both parties can understand one another. Interpreters translate spoken or written English into American Sign Language or other sign languages, and translate different sign languages into spoken or written English.

Employment Settings: Interpreters may be called upon to interpret for nearly any professional setting. Common places of employment are in schools; work sites in business, industry and government; agencies providing health, mental health, rehabilitation, legal and social services; religious, television and artistic performances and platform interpreting.

Populations Served: people who are deaf or who have hearing impairments, people with speech impairments, and people who do not understand sign language.

Salary: Starting salaries range from $15,000 to $25,000 per year, or $15 to $30 per hour depending on certification credentials (Region VI Rehabilitation Continuing Education Program, 1992).

Educational and Certification Requirements: Most employers prefer that interpreters hold an associate's or bachelor's degree from an interpreter preparation program. Some employers require certification, which may be obtained through the Registry of Interpreters for the Deaf or other state licensing entities. Over 30 states have Quality Assurance Screening Tests for interpreters who are either ineligible for or lack national certification.

For More Information, Contact:

American Deafness and Rehabilitation Association, P.O. Box 251554, Little Rock, Arkansas 72225
Voice and TTY: (501) 868-8850

Registry of Interpreters for the Deaf, 8719 Colesville Road, Suite 310, Silver Spring, Maryland 20910 (301) 608-0050; TTY: (301) 608-0050

National Association for the Deaf, 814 Thayer Ave., Silver Spring, Maryland 20910 (301) 587-1788; TTY: (301) 587-1789.

SOCIAL WORKERS

Career Overview: Social workers assist people with personal, social, family and financial concerns. The major tasks of the social worker are collecting information from the individual, his or her family, and significant others; evaluating this information with the individual and other key persons to determine the major issues; connecting the individual to relevant community resources; advocating for the individual's right to services; problem-solving with the individual; and evaluating the person's progress. Social workers also advocate for constructive social change at the local, state, and national levels.

Career Specialties and Related Positions: Social workers can concentrate their practice on specific issues such as homelessness, child abuse, or teenage pregnancy, or within allied fields such as medicine, industry, or education. Social workers who focus on people with disabilities often work in the area of rehabilitation and education. They may also choose to work with individuals, families, groups, or communities. Social workers can pursue specialized training to become medical social workers, psychiatric social workers, or school social workers.

Employment Settings: hospitals, rehabilitation facilities, mental health clinics, psychiatric centers, client assistance programs, schools, prisons, courts, community health centers, residential programs, nursing homes, social service agencies, and private practice.

Populations Served: people with physical, mental, sensory, cognitive, emotional, and chemical dependency disabilities; people dealing with social issues such as poverty, homelessness, abuse, neglect, health problems, discrimination, unemployment, crime, isolation, etc.

Salary Range: The 1991 mean income for social workers was $28,686. Social workers with bachelor's degrees earned $17,500 to $19,999. Social workers with master's degrees earned $25,000 to $29,999, while individuals with doctoral degrees in social work earned $35,000 to $39,999 (Gibelman, M. & Schervisch, P. 1992).

Educational and Certification Requirements: Social workers must complete a bachelor's or master's degree in social work from a program accredited by the Council on Social Work Education. Social work students should also contact their state regulatory board to obtain information on the legal regulations and requirements for practice in their state. In addition, social workers can earn voluntary certification credentials through the National Association of Social Workers which may enhance their employability.

For More Information, Contact:

National Association of Social Workers, 750 First St., N.E. Suite 700, Washington D.C. 20002 (800) 742-4089 (202) 408-8600

Council on Social Work Education, 1600 Duke St., Suite 300, Alexandria, Virginia 22314-3421 (703) 683-8080.

INDIRECT SERVICE CAREERS

Indirect service careers involve less intensive, ongoing, one-to-one contact with people who have disabilities than direct service careers. Most indirect service careers do not have specific education or certification requirements for work with people who have disabilities. Many indirect service professionals do, however, seek additional training through academic courses and workshops on disability-related issues within their fields.

The following paragraphs briefly describe approximately a dozen careers in indirect service to people with disabilities. Examples of how professionals in each career can work with people who have disabilities are provided. For more detailed information about these careers, contact the organizations listed at the end of this section.

In the **science field**, ***chemists or biologists*** may focus their research on disability-related issues such as determining the causes of certain disabling conditions. ***Researchers*** may also develop treatment methods that prevent, relieve, or cure particular disorders. ***Epidemiologists*** may study what causes a disabling disease by examining the risk factors that people with the same illness share. ***Geneticists*** may investigate how damage to genes and chromosomes causes disabilities, and how disabilities can sometimes be inherited from parents or grandparents who have faulty genes and chromosomes. Some geneticists counsel couples who plan to become parents about inherited diseases that could affect their baby.

The **engineering field** offers opportunities to address disability-related issues through the development of technology. ***Electrical, mechanical and computer engineers*** may create equipment and machinery that aids in the identification and treatment of certain disabilities. For instance, engineers created certain pieces of equipment optometrists and audiologists use to detect and diagnose visual and hearing impairments. These engineers have also developed a vast array of assistive technology, such as hand controls for cars and computers that are activated by voice rather than a keyboard. This technology allows people with disabilities to gain control over their environment and to participate fully in the community. ***Computer programmers*** have used their expertise to produce computer programs which "speak" the letters and words that are typed for people who have visual impairments. In addition, computer programmers have developed educational programs that effectively teach people with learning disabilities and mental retardation.

The **architectural profession** has a solid commitment to people with disabilities. ***Architects*** have played a key role in designing and building facilities that are physically accessible to people with disabilities. Currently, the passage of the Americans with Disabilities Act of 1990 means many businesses and service providers are now legally required to make their facilities usable by people with disabilities. Consequently, architects have expanded their job duties to include technical assistance and consultation on how to comply with this new law. ***Interior designers*** are also becoming increasingly involved in work with people who have disabilities, as they must consider how lighting, furniture, and other elements impact upon accessibility.

Although many of the **health professions** involve direct contact with people who have disabilities, two careers which are not typically associated with service to people with disabilities are important to note. First, ***dentists*** may choose to specialize by serving clients with disabilities. People with disabilities often have dental problems connected to their particular disability that

require specialized treatment. The Academy of Dentistry for the Handicapped focuses on developing practice guidelines for dentists who wish to specialize in this area. Second, as medical and technological advances make it possible for people with disabilities to live longer lives, ***gerontology professionals*** are being challenged to create programs and services to meet these individuals' changing needs and interests. ***Gerontologists*** must understand the typical processes of aging and be able to apply this information in the context of an aging person with a disability. Above all, gerontologists must be able to create a program for a person with a disability that includes goals and activities which an elderly person without a disability would enjoy.

Finally, professionals in the **field of religion** are becoming more active in ministry to people with disabilities. ***Chaplains*** of all denominations have worked full time in community-based residences and advocacy organizations, in both clerical and administrative capacities. ***Ministers, priests and rabbis*** teach special education religion classes as well as religion classes that integrate students with and without disabilities. The American Association on Mental Retardation has compiled educational materials on ministry to people with disabilities and is currently working to establish credentialing procedures for clerical personnel who wish to gain professional recognition based upon their training and experience in ministry with people who have disabilities.

For more information about indirect service careers in these fields, contact the associations below.

Biology:

American Institute of Biological Sciences, 730 11 St., N.W., Washington D.C. 20001-4521 (202) 628-1500

Human Biology Council, 401 Haddon Ave., Camden, New Jersey 08103 (609) 757-7735

Chemistry:

American Institute of Chemists, 7315 Wisconsin Ave., Bethesda, Maryland 20814 (301) 652-2447

American Chemical Society, 1155 16th St., N.W., Washington, D.C. 20036 (202) 872-4600

Epidemiology:

American Epidemiological Society, Emory University Division of Public Health, 1599 Clifton, NE, Atlanta, Georgia 30329 (404) 727-0199

International Epidemiological Association, University of California at Los Angeles, School of Public Health, Room 71-269CHS, Los Angeles, California 90024 (213) 206-2837

Society for Epidemiological Research, University of North Carolina School of Public Health, Department of Epidemiology, McGravan-Greenberg Building, CB7400, Chapel Hill, North Carolina 27599 (919) 966-7427

Genetics:

American Genetic Association, P. O. Box 39, Buckeystown, Maryland 21717 (301) 695-9292

American Society of Human Genetics/ Genetics Society of America, 9650 Rockville Pike, Bethesda, Maryland 20814 (301) 571-1825

Electrical Engineering:

Institute of Electrical and Electronics Engineers, 345 East 47th St., New York, New York 10017 (212) 705-7900

Computer Engineering:

Special Interest Group for Computers and the Physically Handicapped, c/o Association for Computing Machinery, 11 West 42nd St., New York, New York 10036 (212) 869-7440

Mechanical Engineering:
American Society of Mechanical Engineers, 345 East 47th St., New York, New York 10017 (212) 705-7722

Architecture:
Environmental Design Research Association, P.O. Box 24083, Oklahoma City, Oklahoma 73124 (405) 232-2655

American Institute of Architects, 1735 New York Ave., N.W., Washington, D.C. 20006 (202) 626-7300

Interior Design:
American Society of Interior Designers, 608 Massachusetts Ave., N.E., Washington, D.C. 20002 (202) 546-3480

International Society of Interior Designers, 433 South Spring St., 10th Floor, Los Angeles, California 90013 (213) 680-4240

Dentistry:
American Dental Association & Academy of Dentistry for the Handicapped, 211 East Chicago Ave., 17th Floor, Chicago, Illinois 60611 (312) 440-2660

Gerontology:
Gerontological Society of America, 1275 K St., N.W., Suite 350, Washington, D.C. 20005 (202) 842-1275

Religious Service:
American Association on Mental Retardation, 1719 Kalorama Road, N.W., Washington, D.C. 20009 (202) 387-1968

National Organization on Disability, Religion and Disability Program, 910 Sixteenth St., N.W., Washington, D.C. 20006 (202) 293-5960; TDD: (202) 293-5968.

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National Clearinghouse for Professionals in Special Education. (1992). *You can make a difference! Special education and related services professions.* Reston, Virginia: National Clearinghouse for Professionals in Special Education. Brochure.

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APPENDIX I:

MINIMUM EDUCATION AND TRAINING REQUIREMENTS FOR DISABILITY-RELATED CAREERS

EDUCATION AND TRAINING REQUIREMENTS FOR DISABILITY-RELATED CAREERS

MINIMUM REQUIREMENTS*

CAREERS	High School Degree	On-the-job Training	Associate's Degree	Bachelor's Degree	Master's Degree	Ph.D.	Professional Degree
Advocacy:							
Attorney							X
Rehabilitation Advocate				X			
Lobbyist				X	X		X
Counseling:							
Psychologist				X	X		
Rehabilitation Counselor					X		
Education:							
Adapted Physical Education Instructor				X			
Early Childhood Educator			X	X			
Special Education Teacher				X	X		
Orientation & Mobility Specialist				X	X		
Rehabilitation Teachers				X	X		
Health & Medicine:							
Dietitians				X			
Home Health Aide	X						
Nurse			X	X			
Optometrist							X
Optometric Assistant	X		X				
Optometric Technician	X		X				
Ophthalmologist							X
Orthotist				X			

*Many of the careers listed vary as to minimum education requirements. In cases where a career may require different levels of education to practice at an entry level, all possible educational requirements are indicated.

	High School Degree	On-the-job Training	Associate's Degree	Bachelor's Degree	Master's Degree	Ph.D.	Professional Degree
Health & Medicine: (cont.)							
Prosthetist				X			
Orthotics Assistant			X				
Prosthetics Assistant			X				
Orthotics Technician		X					
Prosthetics Technician		X					
Physiatrist						X	
Physician						X	
Psychiatrist						X	
Therapy:							
Activities Therapist				X			
Audiologist					X		
Creative Arts Therapist				X	X		
Occupational Therapist				X	X		
Occupational Therapy Assistant			X				
Occupational Therapy Aide	X	X					
Physical Therapist				X	X		
Physical Therapy Assistant			X				
Physical Therapy Aide	X						
Speech/Language Pathologist					X		
Therapeutic Recreation Specialist				X			
Therapeutic Recreation Assistant			X				
Residential Services:							
Independent Living Program Coordinator				X			
Independent Living Program Administrator				X			

	High School Degree	On-the-job Training	Associate's Degree	Bachelor's Degree	Master's Degree	Ph.D.	Professional Degree
Residential Services: (cont.)							
Residential Aide	X	X	X	X			
Residential Supervisor				X	X		
Supported Living Personnel	X						
Vocational Services:							
Job Coach			X				
Job Placement Specialist				X			
Vocational Evaluator					X		
Vocational Evaluation Aide				X			
Work Adjustment Specialist				X	X		
Other Direct Service Careers:							
Rehabilitation Engineer				X	X		
Sign Language Interpreter		X	X				
Social Worker				X	X		

APPENDIX II:

UNIVERSITY AFFILIATED PROGRAMS FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES

University Affiliated Programs and Satellite Centers for People with Developmental Disabilities Administration on Developmental Disabilities 1993

Alaska

Center for Human Development
University Affiliated Program
University of Alaska
2330 Nichols St.
Anchorage, Alaska 99508

Todd R. Risley.
Director
(907) 272-8270

Alabama

C.M.Sparks Center for Developmental and Learning Disorders
University Affiliated Program
University of Alabama at Birmingham
1720 Seventh Avenue South
Birmingham, Alabama 35233-1603

Sharon Ramey, Ph.D. & Craig Ramey, Ph.D.
Co-Directors
(205) 934-5471

Arizona

Institute for Human Development
Northern Arizona University
P.O. Box 5630
Flagstaff, Arizona 86011-5630

Richard W. Carroll, Ph.D.
Director
(602) 523-9127

Arkansas

Center for Research on Teaching and Learning
University of Arkansas at Little Rock
1120 Marshall Street, Suite 306
Little Rock, Arkansas 72202

Mark E. Swanson, M.D.
Director
(501) 320-3760

California

University Affiliated Program
Mental Retardation Program
University of California at Los Angeles
760 Westwood Plaza
Los Angeles, California 90024-1310

Cecily Betz, Ph.D.
Acting Director
(310) 825-8902

Center for Child Development & Developmental Disorders
Children's Hospital of Los Angeles
University of Southern California
4650 Sunset Boulevard
Los Angeles, California 90027-0700

Robert Jacobs, M.D.
Acting Director
(213) 669-2151

Colorado

John F. Kennedy Child
Development Center
University of Colorado Health
Sciences Center
Box C234
4200 East 9th Avenue
Denver, Colorado 80262-0001

Cordelia Robinson, Ph.D.
Director
(303) 270-7224

Connecticut

A. J. Pappanikou Center on Special
Education and Rehabilitation
University Affiliated Program
1776 Ellington Rd.
University of Connecticut
South Windsor, Connecticut 06074

Orv C. Karan, Ph.D.
Director
(203) 648-1205

Delaware

University Affiliated Program
Families and Developmental Disabilities
107 Alison Hall
University of Delaware
Newark, Delaware 19716

Donald L. Peters, Ph.D.
Director
(302) 831-8554

District of Columbia

Georgetown University Child
Development Center
Bles Building, Room CG-52
3800 Reservoir Road, N.W.
Washington, D.C. 20007-2197

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Florida

Mailman Center for Child Development
University Affiliated Program
School of Medicine
University of Miami
P.O. Box 016820 - D-820
Miami, Florida 33101-2561

Robert S. Stempfel, M.D.
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(305) 547-6635

Georgia

University Affiliated Program
College of Family & Consumer Sciences
Dawson Hall
The University of Georgia
Athens, Georgia 30602-9999

Zolinda Stoneman, Ph.D.
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(404) 542-4827

Hawaii

Hawaii University Affiliated Program
for Developmental Disabilities
University of Hawaii at Manoa
1776 University Avenue
Wist 211
Honolulu, Hawaii 96822-2280

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(808) 956-5009

Idaho

Idaho Center on Developmental Disabilities
College of Education
University of Idaho
Moscow, Idaho 83843-0001

Lee Parks, Ph.D.
Director
(208) 885-6849

Illinois

Institute for the Study of DD/ School of Public Health
University Affiliated Program
University of Illinois at Chicago
1640 W. Roosevelt Road
Chicago, Illinois 60608-1396

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(312) 413-1647

Indiana

Riley Child Development Center
Indiana University School of Medicine
Riley Hospital, Room A578
702 Burnhill Drive
Indianapolis, Indiana, 46223-0001

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Institute for the Study of Developmental Disabilities
Indiana University
2853 East Tenth Street
Bloomington, Indiana 47405

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Division of Developmental Disabilities
University Hospital School
The University of Iowa
Iowa City, Iowa 52242-9999

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Kansas

Kansas University Affiliated Program
Institute for Life Span Studies
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Lawrence, Kansas 66045-0001

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Kansas University Affiliated Program - Lawrence
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Lawrence, Kansas 66045-0001

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Kansas University Affiliated Program - Kansas City
Children's Rehabilitation Unit
Kansas University Medical Center
39th and Rainbow Blvd.
Kansas City, Kansas 66103-3394

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Kansas University Affiliated Program - Parsons
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Parsons, Kansas 67357-2399

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Human Development Institute
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730 South Limestone
Lexington, Kentucky 40506-0205

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Louisiana State University Medical Center
Building #138
1100 Florida Avenue
New Orleans, LA 70119-2714

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Maine

Center for Community Inclusion
University Affiliated Program
University of Maine
Alumni Hall
Orono, Maine 04469-5703

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(207) 581-1084

Maryland

The Kennedy Krieger Institute for Handicapped Children
University Affiliated Program
707 North Broadway
Baltimore, Maryland 21205-1840

Gary Goldstein, M.D.
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(410) 550-9483

Massachusetts

Developmental Evaluation Center
University Affiliated Program
Children`s Hospital Medical Center
300 Longwood Avenue
Boston, Massachusetts 02115-5747

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(617) 735-6506

Shriver Center University Program Affiliated Program
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Waltham, Massachusetts 02254-6368

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Minnesota University Affiliated Program
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6 Patee Hall
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University of Southern Mississippi
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Hattiesburg, Mississippi 39406-4000

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(816 266-5163

Missouri

University Affiliated Program
for Developmental Disabilities
University of Missouri at Kansas City
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Kansas City, Missouri 64108-2676

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Montana

Montana University Affiliated Program
33 Corbin Hall
University of Montana
Missoula, Montana 59812-9999

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Meyer Rehabilitation Institute
University Affiliated Program
University of Nebraska Medical Center
444 South 44th Street
Omaha, Nebraska 68131-3795

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Nevada

University Affiliated Program
Research and Educational
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University of Nevada, Reno
Reno, Nevada 89557-0082

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New Hampshire

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Durham, New Hampshire 03824-3595

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UMDNJ-Robert Wood Johnson Medical School
University Affiliated Program
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45 Knightsbridge Rd.
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Piscataway, New Jersey 08855-6810

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Bronx, New York 10461-1101

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Westchester Institute for Human Development
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University of North Carolina
Chapel Hill, North Carolina 27599-7255

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North Dakota Center for Disabilities
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500 University Avenue West
Minot, North Dakota 58701

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College of Education, Rm. B-138
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Seattle, Washington 98195-0001

Michael J. Guralnick, Ph.D.
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